



A STUDY ON RELATIONSHIP BETWEEN TEACHING COMPETENCE AND JOB SATISFACTION AMONG HIGHER SECONDARY SCHOOL TEACHERS OF COIMBATORE CITY

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Abstract

One of the major goals of Education is to develop students who are capable of and dedicated to life time learning. This means helping them to understand their goals, needs, interest and problems and the ways of solving them. The teachers become the guides philosophers and counselors. They guide the students to formulate their goals and how to achieve them. The main objective of education is to help the student develop those qualities and abilities that will serve him and the community. Teacher acts as an important formative force in the development of society. It is only a competent teacher who can in some measure be worthy of the trust that is placed on him by society. Therefore it is no doubt to say the teachers of present day have no interest in their profession. The most important points is the lack of recognition of the teachers in the society compared to the doctors, lawyers, police or any other Government servants. Job satisfaction refers to a person's feeling of satisfaction with the job, which acts as a motivation to work. Here, it is not merely satisfaction, happiness or self-contentment, but it is always in relation to the job. Job satisfaction is necessarily one "on the job."

Key Word: Teachers, Teacher Competence, Job Satisfaction.

1. Introduction

The main objective of education is to help the student develop those qualities and abilities that will serve him and the community. Another one is to foster in him those interests and abilities that will enable him to continue growth and learning experience in him and in whatever joint activity he may be engaged. Teacher acts as an important formative force in the development of society. It is only a competent teacher who can in some measure be worthy of the trust that is placed on him by society. A teacher takes a pivotal role in any system of education as the teacher bring desirable changes in the student and deserves to be called a nation builder. It deals with job satisfaction. Job satisfaction is an attitude which is the result of many specific attitudes in three areas namely specific job factors, individual characteristics and group relationships outside the job. Job satisfaction may refer either to a person or a group. It may be more clearly understood in the concept of employees extent of satisfaction can be viewed in relation to employee's verification with their home and community life. It is generally to say that job satisfaction and life student are closely related. The commission on "Teacher education of the American council of Education" has an extensive study about good teachers who possess respect for personality, community feeling, rational behaviour, emotional footedness, creative power, skill in co-operation, increasing knowledge breadth and integration of scholarship, skill mediating knowledge, friendliness with children, social understanding and behavior, effective citizenship in the school, and skill in evaluation. Thus it becomes inevitable to study the relationship between teaching competency and job satisfaction.

1.2 Role of the Teacher

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents' of social change. According to Swami Vivekananda, Education is the manifestation of the perfection already in men. Education alone makes a man perfect and all round development of human personality is possible through education. Professor Linda Darling-Hammond of Stanford University has summarized research on the effects of teacher quality on student outcomes as follows: The effect of poor quality teaching on student outcomes is debilitating and cumulative. The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds. A reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought .The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries (Darling-Hammond 2000). Teachers shoulder the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teachers. Teachers are given the other name as creators....they are the creators of philosophers, leaders, doctors, advocates and many more. A teacher's job is not at all that easy and unless a high degree of teaching qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete.

1.3 Higher Secondary School Education

This two-year education stage is important because for about half of those entering it, it represents the terminal point of

formal schooling, not the terminal point of education because learning is a life long process, and the formal, non-formal and informal learning systems must be geared to facilitate that process. But quantitatively the numbers involved who will not be continuing continuously their schooling after this higher secondary stage is large and impressive : They number around 800,000. For this substantial group, the learning experience at this stage of education becomes important for their living and decisive for their living gainful lives.

2. Teaching Competency

The term teaching competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers' teaching competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for effective teaching.

As the term 'teaching competency' is made of two words 'teaching' and 'competency', to have a better understanding of the term, the meaning and definition of the two words will be helpful. A profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary. When we use the term 'Teaching' to any job or occupation it is supposed to have certain distinguishable features that normally go with a profession, such as

1. A profession evolves in the process of responding to certain specific needs of a society.
2. A profession is characterized by systematized body of knowledge that is unique to that 'profession'.
3. A profession is characterised by a body of skills.
4. A profession is characterized by unique teaching attitude seen among its members.
5. A profession is characterized by a service orientation;
6. A profession is characterized by teaching-client relationship;
7. A profession is characterized by a code of ethics followed by its members.
8. One who belongs to the profession takes the job as a principal or major activity and is known to the community as such with that identity and
9. A profession is also characterized by constant development of new teachings.

According to Tomilson (1995) "competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes." Teaching competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Whereas, teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

There are two divergent approaches to defining "competencies". In one of them, "competencies" denote a set of conscious, trainable skills and abilities which make a teacher effective. In the other, "competencies" are addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques. This approach conceptualizes "competencies" as developing in the space of reflective practice. Competency as a basis of effective action; to be competent means to be effective; Competency as a condition for constructing individual psycho-social identity; it means (as articulated in Erikson's theory of psychosocial development) not only a technical ability to apply an acquired skill, but also a social identification which allows for constructing the social component of identity; - Competency as a capacity for reflective action which ensues from the conviction about interconnectedness of thinking and action (knowing-in-action) R. Kwasnica, in turn, distinguishes two basic groups of competencies: practical-moral competencies and technical competencies. He subdivides practical-moral competencies into:

- Interpretation competencies,
- Moral competencies,
- Communication competencies.

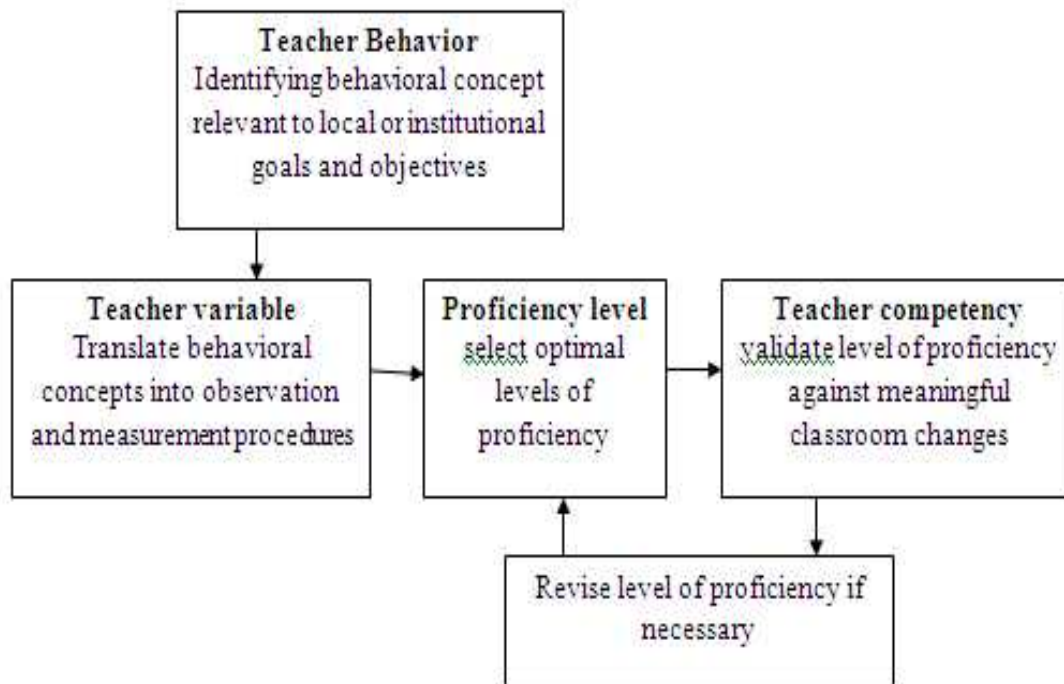
Interpretation Competencies include the perception, reception and understanding of the world. They enable us to see the world as a reality which demands constant interpretation. Interpretation competencies prompt us to pose questions, whereby the deciphering of the world turns into an unending task.

Moral Competencies are expressed in a continuing interrogation of the moral legitimacy of our actions and behaviors. They include inquiring into how one should act, what a teacher should be like not to constrain anybody and how one can remain faithful to oneself.

Communication Competencies include an ability to sustain dialogue with others and with oneself, which, as Kwasnica insists, is not limited merely to discussion skills. It is rather a capacity for an empathetic understanding and unconditional acceptance of another person; an ability to offer criticism which is not disparaging but exploratory, i.e. intent upon unraveling the premises behind one's own and others' views, ideas and behaviors; a dismissal of directive attitudes for the sake of presenting one's own point of view as a conceptual offer on a par with other possible, provisional answers rather than a readymade, closed and irrefutable answer.

2.1 Structure of Teacher Competencies

One of the widely accepted structure of teacher competencies is that presented by Mandlev and Kessen. The developmental process of teacher competences is shown in The first step here is the identification of local or institutional goals and objectives, according to which suitable teacher behaviour is to be selected. Next step is the translation of selected behaviour into teacher variables. Third step is to select levels of proficiency. Another important step is the validation of teacher competences. If necessary, the proficiency levels in the third step can be revised.



Developmental process of Teacher Competencies

3. Job Satisfaction

What is Job?

Work is one of the most absorbing things, which a man can think and talk about. Work may be defined as “An activity that produces something of value for the other people”, John (1993). When the work is of some specific task, then we use the word “Job”. It means a single activity which keeps find satisfaction in work where as some others dislike it. The most general definition on term ‘Job’ is given in the Coline English Dictionary (1980) is a peace of work. Burher (1986) define a ‘Job’ a complex of inter relationship of tasks, rules, responsibilities, interaction, incentives and rewards.

Definition of Job Satisfaction

P.C.Smith (1990) job satisfaction is the persistent feeling towards different aspects of the job situation. E.A. Locke (1969) admits the job satisfaction and job dissatisfaction are seen as function of perceived relationship between the one wants from are job and what are perceived it as offering or entailing. Job satisfaction may be global or specific. Sometimes job satisfaction is referred to as overall feeling of satisfaction (i.e. Global satisfaction). At some other point of times job satisfaction refers to person's feeling towards specific dimensions of the work. Determinants of Job Satisfaction Many factors influence job satisfaction of employees. Review of research reveals the following important determinants of job satisfaction.



a. Supervision

The first and foremost important determinants of job satisfaction are supervision and the style of leadership.

b. Job Content Another Influential Factor of Job Satisfaction is the Job Content

Job content refers to the factors such as recognition, responsibility, advancement, achievement etc. in the jobs employee perform.

c. Specialization

The relationship between job specialization and job satisfaction is complex and that leads to greater efficiency in general, but at the sometime it lowers the job satisfaction to some people with increasing but after a particular point it starts falling. That is to say after a certain point specialization, it leads to dissatisfaction.

d. Educational Level Keeping

the occupational level as constant there is found a negative correlation between the level of education of employees and their satisfaction. A Possible explanation could be that people with educated level have a tendency to set higher expectation from their jobs. Dissatisfaction will be more when an educated person is employed in lower grades.

e. Age

The relationship between age and job satisfaction is both complex and fascinating. Research reveals that old workers are satisfied workers. Job satisfaction usually tends to be high when people enter the work force.

f. Race and Sex

Sex and race also affects job satisfaction. It has been found that job satisfaction among blacks and other minority groups has been consistently lower than that of whites in America. When males and females were equally affected by such determinants of job satisfaction as wages, prestige and supervisory positions.

4. Objectives of the Study

General Objectives of the Study

1. To investigate the relationship between job satisfaction and the teaching competence of higher secondary school teachers.

Specific Objectives of the Study

The following specific objectives were framed for the present study;

1. To examine the relationship between the teaching competency and job satisfaction.
2. To examine the difference between the teaching competency and job satisfaction.
3. To investigate the difference in the teaching competency if any due to type of school, gender, and locality.
4. To investigate the difference in teaching competency difference between age group, teaching experience and subject.
5. To investigate the difference in job satisfaction if any due to type of school, gender, and locality.
6. To investigate the difference in job satisfaction if any due to age group, teaching experience, and subject.

5. Hypotheses of the Study

1. There is no significant difference between teaching competency and job satisfaction among high school teachers.
2. There is no significant difference between government and matric high school teachers with respect to teaching competency.
3. There is no significant difference between rural and urban teachers with respect to teaching competency.
4. There is no significant difference between male and female teachers with respect to teaching competency.
5. There is no significant difference between age group (below 35 yrs and above 35 yrs) with respect to teaching competency.
6. There is no significant difference between arts and science teachers with respect to teaching competency.
7. There is no significant difference between teaching experience (below 15 yrs and above 15 yrs) with respect to teaching competency.

6. Limitations of the Study

- This study is made mainly on the basis of primary data. So the results of the analysis will be based only on the basis of the different opinions of the respondents in Coimbatore district.
- The study is applicable only to the job satisfaction of higher secondary school teachers in Coimbatore district and not applicable to pre- primary, primary, high schools, Anglo- Indian, Matriculation, International schools and also not applicable to the other districts in Tamil Nadu.
- Data gathered are self reported.
- The generalizing ability of the study can only be made to demographic make up of target population.



- Though there are factors like creativity, work style of teachers, emotional intelligence, socio-economic background and many other intervening variables that may affect teaching – Learning process, the study is limited to investigate only on teacher competency and job satisfaction .

7. Research Methodology

Research

The term research refers to the systematic method consisting of enunciating the problem. Formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions in the form of solution towards the concerned problem or in certain generalization for some theoretical formulation.

Research Methodology

Research methodology is a way to systematically solve the research problem. It consists not only of the research methods but also consider the logic behind the methods we use in the context of our research study and explanation. We are using a particular method or technique and not using others in order that the results are capable of being evaluated either by the researcher himself or by others.

Research Design

Research design is a blue print of the proposed studies. It represents the overall scheme of the study. All research design use logical and systematic planning and its helps in directing the research.

Method of Data Collection

The data have been collected by using questionnaire as a tool. The questionnaire is well structured in simple and understandable manner so as to cover the objectives of the study. It is also designed in such a way that the respondents are able to express their opinions freely and frankly.

Primary Data

The main source of data collection is questionnaire. Questionnaire forms were given to respondents and the information collected are direct.

Secondary Data

Secondary data is collected from various journals, magazine, books and website related to the topic. The secondary data has helped to flume a theoretical background for the study. The secondary data also has helped to obtain the price fluctuations of the related topic.

Sample Size

The study was conducted in Coimbatore city (R.S.Puram and Peelamedu to Private and Public) data is collected from 400 respondent samples of higher secondary school.

Sample Design

The researcher must decide the way of selecting a sample or what is popularly known as sample design. In this study random sampling method is employed. In other words, a sample design is a definite plan determined before any data is actually collected for obtaining a sample from a given population.

Tools of Analysis

The data collected was analyzed using the following tools of analysis.

- Simple Percentage Analysis
- Chi-Square
- Correlation Analysis

8. Review of Literature

Review of related literature covers from different sources as research materials, including books, magazines, periodicals, websites, scientific papers, journals, encyclopedia, and researches of others. So a detailed account of review of related literature is presented in a chronological order under the following headings:

- Studies related to Teacher Competence.
- Studies related to Job Satisfaction.

Studies Related to Teacher Competence

Prakasham (1986) reported teacher Competence as a function of school organizational climate and teaching competency. The sample of the study consisted of 800 teachers teaching classes 9, 10, 11 and 12 principals of different higher secondary schools of Raipur and Bilaspur districts Madhya Pradesh. Teachers working in an open school climate were better in teaching potency and teacher Competence than those working in schools with autonomous, familiar, controlled, panel and closed climates. No significant difference was found in the teaching competency and teacher Competence of the teachers working in government and non-government schools

Dakshinamurthy (2010) designed a study to examine the effect of teachers' personality, teachers' relationship towards profession and teachers' teaching Competence on academic achievement in social science. Teachers from 150 secondary school were selected from Dharwad district of the Karnataka State. Results concluded that the teachers with introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favorable relationships towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable relationships towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with ineffective teaching

Studies Related to Job Satisfaction

Mohan (1992) found that teachers working in open autonomous climate had high job satisfaction compared to those working in a closed climate. Job involvement and general state of health and life had a positive effect on the level of job satisfaction. Rawat (1992) also found that level of job expectation played a significant role in determining job realities of teachers as also the satisfaction which had positive relation with humanistic, creative, social and aesthetic values and negative correlation with political and economic values.

Venkataram (1995) conducted a study to analyse the level of job satisfaction of male and female teachers working in residential and non-residential schools. The sample for the investigation consisted of 400 teachers, equally distributed between the two types of schools and the two sexes selected by a multistage stratified random sampling procedure from residential and non-residential schools located in Sri Venkateswara University, Tirupati of Andhra Pradesh. The study concluded that teachers working in residential schools were more satisfied than their counterparts belonging to non-residential schools in the case of overall job satisfaction.

9. Data Analysis and Interpretation

Analysis involves organizing the data in significant manner and interpretation explains facts and figures. Interpretation is essential to find out the usefulness and utility of research findings

Table of the Respondents in Various Options

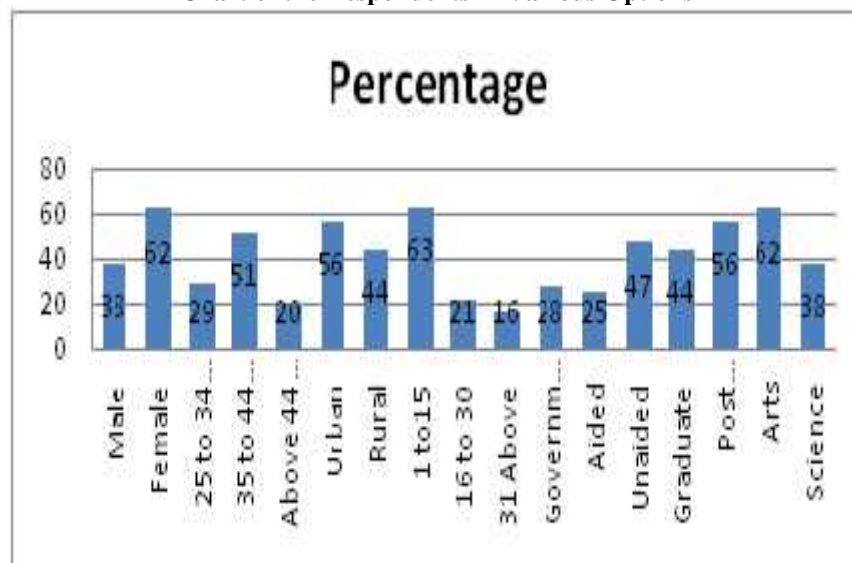
S. No	Options	Gender	No.of Respondents	Percentage
1	Gender	Male	152	38
		Female	248	62
	Total		400	100
2	Age	25 to 34 Age	116	29
		35 to 44 Age	204	51
		Above 44 Age	80	20
	Total		400	100
3	Location	Urban	224	56
		Rural	176	44
	Total		400	100
4	Teaching Experience	1 to15	252	63
		16 to 30	84	21
		31 Above	64	16
	Total		400	100
5	Types of Management	Government	112	28
		Aided	100	25
		Unaided	188	47
	Total		400	100

6	Educational Qualifications	Graduate	176	44
		Post Graduate	224	56
	Total		400	100
7	Subjects	Arts	248	62
		Science	152	38
	Total		400	100

Interpretation

The above table shows that out of 400 respondents, 38% of the male and 62% of the Female gender, 29% of the 25 to 34 Age, 51% of the 35 to 44 Age, 20% of the Above 44 Age group, 56% of the urban, 44% of the rural location, 63% of the 1 to 15, 21% of the 16 to 30, 16% of the 31 above teaching experience, 28% of the government, 25% of the aided, 47% of the unaided management types, 44% of the graduate, 56% of the post graduate educational qualifications, 62% of the arts and 38% of the science subject of the respondents.

Chart of the Respondents in Various Options



9.1 Chi Square Tests

The chi square test is an important test amongst several tests of significance developed by statisticians. Chi square, symbolically written as χ^2 is a statistical measure used in the context of sampling analysis for comparing a variance to theoretical variance.

Relationship between Gender and School of Management

Factors	Mean	Median	S.D	D.F	Chi-Square Value	Null Hypothesis Accepted/Rejected
Gender	66.66667	65.72	28.08739	1	0.010275	Rejected

Result : since the calculated value of chi square is more than the table value, the null hypothesis is rejected. Therefore, there is a significant relationship between gender and School of management of the respondents

Relationship between Age Group and School of Management

Factors	Mean	Median	S.D	D.F	Chi-Square Value	Null Hypothesis Accepted/Rejected
Age Group	44.4444	37.6000	23.6188	4	0.0634	Accepted

Result : since the calculated value of chi square is more than the table value, the null hypothesis is Accepted. Therefore, there is a significant relationship between age group and School of management of the respondents



10. Finding

- The Majority 62% of the respondents are female of gender.
- The Majority 51% of the respondents are 35 to 44 of age group.
- The Majority 56% of the respondents are from urban area.
- The Majority 63% of the respondents are 1 to 15 in teaching experience.
- The Majority 47% of the respondents are unaided types of management
- The Majority 56% of the respondents are post graduate of educational qualification
- The Majority 62% of the respondents are arts group of subject wise.

11. Conclusion

The Present study revealed that job satisfaction has a crucial role in determining the teaching competence of teacher educators. This throws light on the need for wealthy and positive supportive environment for teacher educators in the Higher Secondary school teachers .There exist no significant difference in the relationship between teaching competence and job satisfaction for male and female teacher educators, there exist no significant difference in the relationship between teaching competence and job satisfaction for rural and urban teacher educators. Most of the teachers can spend more time developing deep insight into subjects. They showed personal interest and involvement in teaching competency. In this study 84% of the result proved that there is no significant difference between Teaching Competency relations to Job Satisfaction. So I conclude that Job satisfaction plays an important role in determining teaching competency of high school teachers with respect to sex, age, educational qualification, locality, type of school and teaching experience.

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